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## **An Analysis And Evaluation Of The Freshman Reading Program Of Prairie View University For The Year 1945-1946**

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AN ANALYSIS AND EVALUATION OF THE  
FRESHMAN READING PROGRAM OF PRAIRIE  
VIEW UNIVERSITY FOR THE YEAR  
1945-1946.

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HARDEMAN

1946



AN ANALYSIS AND EVALUATION OF THE FRESHMAN READING  
PROGRAM OF PRAIRIE VIEW UNIVERSITY FOR THE  
YEAR 1945-1946

by

Veoria McNeil Hardeman

A Thesis in English Submitted  
in Partial Fulfillment of the Requirements  
for the Degree of

Master of Science

In The

Graduate Division

of

Prairie View University  
Prairie View, Texas

August, 1946



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#### ACKNOWLEDGEMENT

Sincere appreciation is expressed to the following: to Miss A. L. Campbell for suggesting the subject; to my Advisory Committee, Dr. J. M. Drew, Professor J. H. Windom, A. L. Campbell, and S. W. Spalding, Chairman - for careful and considerate guidance; and to my husband, Albert Hardeman, for constant encouragement.

V.M.H.



## BIOGRAPHY

Veoria McNeil Hardeman was born in Giddings, Texas, March 21, 1905. Her parents were Reverend and Mrs. James McNeil of Giddings, Texas. She received her elementary and part of her high school education in the Giddings public school, and graduated from the Prairie View Academy School in 1924. She taught school for many years in the Lee County public schools. She graduated from Prairie View State College in 1939 with an A. B. Degree in English. She married Albert Hardeman of Smithville, Texas, in 1940.

She was assistant principal of the Giddings High School when she received a scholarship to enter the graduate school of Prairie View University. She chose English and Education as her major and minor, respectively. At the same time she served as an assistant teacher in the English Department.



#### DEDICATION

The writer wishes to dedicate this thesis to her husband,  
Albert Hardeman.



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## CHAPTER I

### INTRODUCTION

#### Origin of the Problem

Students in high schools and colleges are displaying an increasing interest in the subject of reading. Whenever teachers hold conferences for their students a considerable proportion of the cases who seek help are college freshmen, who feel, after conference with their advisers, that their own scholarship is impaired by reading disability.

The increasing interest in reading which is manifested by educators, students, and laymen alike, was stated as one of the desirable trends in the field of reading by the Committee on Reading of the National Society for the Study of Education in its report.<sup>1</sup>

Evidences of interest in reading may be found in magazines and pamphlets. Popular articles dealing with this subject are appearing with great frequency in non-professional magazines.<sup>2</sup>

#### Early Trends of the Reading Program

One of our most eminent educators, Charles H. Judd<sup>3</sup>, says:

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<sup>1</sup>Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I, "Teaching of Reading", 1937, 442 pp.

<sup>2</sup>Lewis, H. "How Fast Do You Read?", Saturday Evening Post, Vol. 216, March, 1944, p. 63.

<sup>3</sup>Judd, Charles H. "Reading As A School Subject", Journal of the National Education Association, Vol. XX, 1931, p. 37.



The ordinary man does not realize that reading is a highly skillful performance. Until people are willing to cultivate reading as they would cultivate the ability to play a musical instrument or to play golf they will never be able to use the sources of information with readiness and to full advantage.

Arthur I. Gates<sup>1</sup> says that the possession of excellent sight and hearing is undoubtedly an asset in learning to read. And that reading disabilities caused by low mental age, various defects of hearing and vision, motor handicaps, speech defects, poor sense of word sounds and emotional instability block the path to efficient reading until necessary adjustment is made to them.

It is not sufficient that students merely recognize the words of a passage, comprehend and interpret the meaning. For William F. Book<sup>2</sup> states:

No one has really learned to read who does not apply to his own problem and work the thoughts which he has acquired from his reading.

This statement includes not only recognition, comprehension, and interpretation but also the application of the facts apprehended in the study of personal and social problems.

Numerous experiments have been made to determine the number of words a minute students can read with optimum rapidity.

John E. Lodge<sup>3</sup> says that a high school student can read two hun-

<sup>1</sup>Gates, Arthur I. and Bond, Guy L. "Prevention of Disabilities in Reading", Journal of National Education Association, Vol. XXVI, pp. 9-10.

<sup>2</sup>Book, William F. "Teaching of Reading", National Society for the Study of Education, Thirty-Sixth Yearbook, Part I, 1937, pp. 221-25.

<sup>3</sup>Lodge, John E. "Do You Know How to Read?", Popular Science, Vol. CXXI, 1937, p. 119.



dred and ninety five words a minute comprehensively.

But Stella S. Center<sup>1</sup> from her numerous experiments at the high school level found that high school students can read as many as four hundred words a minute with comprehension.

Buswell's<sup>2</sup> point of view is that reading is not a complicated situation, but that efficient reading depends on the mastery of certain basic factors.

Louis C. Zahner<sup>3</sup> says:

There are many agencies working upon the theories and materials of testing, under which testing has taken such strides that it has got beyond teaching. It is time to put as much thought upon the teaching of reading as we have put upon its testing.

At the moment, the teacher of language is little better than a medicine man, practicing charms taught him by his ancestors upon an ailment which he but dimly understands.

For better composition work in college Jones<sup>4</sup> tells of a special English class for upperclassmen which is required prior to graduation and suggests that an alternate may be had by deferring one semester of freshman composition until the senior year.

<sup>1</sup>Center, Stella S. and Persons, Gladys L. Teaching High School Students to Read, English Monograph No. 6, National Council of Teachers of English, New York: D. Appleton-Century Company, 1937, 167 pp.

<sup>2</sup>Buswell, Guy T. How Adults Read, Educational Monograph No. 45, Chicago: University of Chicago, 1937, 158 pp.

<sup>3</sup>Gray, W. S. and Zahner, Louis C. Reading in General Education, A Report of the Committee on Reading in General Education, Washington, D. C.; American Council on Education, 1940, p. 112.

<sup>4</sup>Jones, Paul A. "Teaching Technics in English", Review of Educational Research, Vol. XVI, National Education Association, Washington; April, 1946, p. 134.



Brunner pointed out that, "although the amount of schooling is gradually increasing, at least thirteen per cent of the adult population are functionally illiterate."<sup>1</sup>

### The Present Problem in Relation to Investigations of Other Research Scholars

Today reading at college level is not what it should be. College professors are still complaining of the freshmen's reading ability upon entering college.

Recent literature relative to reading habits is not only vast in quantity but extensive in scope. Evidence of this fact is seen in Gray's "Summary of Investigations Relating to Reading".<sup>2</sup>

In 1927, Eurich<sup>3</sup> made an investigative study with a group of college juniors to improve their reading comprehension. After several re-tests he found the gain in the final test over the initial test was 10.11 points. This gain was highly significant and shows without question that remedial work in college is beneficial, and that it is educationally sound to provide specific training in vocabulary drill for all college students.

Jacobson<sup>4</sup> made a research study in which he gave guidance in

<sup>1</sup>Brunner, Edmund. "The Educational Status of American Adults", Teachers College Record, Columbia University, February, 1943, pp. 355-60.

<sup>2</sup>Gray, William S. "Summary of Investigations Relating to Reading", Journal of Educational Research, Volumes XXVI, February, 1933, pp. 401-407; XXVII, April, 1934, pp. 564-9; XXXII, March, 1939, pp. 481-490.

<sup>3</sup>Eurich, Alvin C. The Reading Abilities of College Students, An Experimental Study, Minneapolis: The University of Minnesota Press, 1931, 208 pp.

<sup>4</sup>Jacobson, Paul B. "The Effect of Work-Type Reading Instruction Given in the Ninth Grade", School Review, Vol. XL, April, 1932, pp. 273-81.



reading in general science classes for a short period during each class recitation. The result was that guidance in reading in general science not only increased achievement in that field but also improved the general academic standing of the students.

Center and Persons<sup>1</sup> carried out an experimental study in one of the high schools in New York City in 1934. They found that 25 per cent of the high school students were reading at and below sixth grade level. They concluded that students attempting high school work with the handicap of serious retardation in reading were doomed to failure in high school.

It was concluded that students were not equal to directing their own education. They need expert remedial instruction.

Ruth Strang<sup>2</sup> reported a study of relationships among reading tests. The correlations showed that certain reading functions are more or less common in all tests. But they also reveal that other reading functions are different in the same tests, although all purport to measure the same thing.

Eva Bond<sup>3</sup> made an investigation on Reading and Ninth Grade Achievement. She attempted to find the relationship between reading and the oth-

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<sup>1</sup>Center, Stella S. and Persons, Gladys L. Teaching High School Students to Read, English Monograph No. 6, New York: D. Appleton-Century Company, 1937, pp. 167.

<sup>2</sup>Strang, Ruth, "An Evaluation of Reading Tests for College Students", The Role of Research in Educational Progress, Washington: American Educational Research Association, 1937, pp. 35-37.

<sup>3</sup>Bond, Eva, Reading and Ninth Grade Achievement, Teachers College Contributions to Education, No. 756, New York: Teachers College, Columbia University, 1938, pp. 61-64.



er academic subjects. The study proved that there were varying degrees of relationship existing between the several aspects of reading and each of the various subjects. The assumption that speed and comprehension were highly correlated was altered by Bond's investigation.

James McCallister<sup>1</sup> made a study in which he compared the reading ability and vocabulary ability with the success in academic subjects.

It was very evident from the results that the students who had an extensive vocabulary, good comprehension, and who read most rapidly attained the highest marks in the academic subjects. Therefore, the conclusion was formed that the better one reads the higher academic marks he may be expected to make.

In recent years investigators have been trying to find out if attitudes could be influenced by reading material.

Evalene P. Jackson<sup>2</sup> made, with a group of white students, a study on the Effects of Reading Upon Attitudes Toward the Negro Race. The study revealed a small but significant shift from a less to a more favorable attitude toward the Negro race.

V. C. Blanks<sup>3</sup> made an exploratory study of the Status of Reading Ability Among Prairie View College Freshmen in 1944. This study pointed

<sup>1</sup>McCallister, James M. Purposeful Reading in College, New York: D. Appleton-Century Company, 1942, pp. 1-16.

<sup>2</sup>Jackson, Evalene P. "Effects of Reading Upon Attitudes Toward the Negro Race", The Library Quarterly, Vol. XIV, January, 1944, pp. 47-54.

<sup>3</sup>Blanks, Vittoria C. The Status of Reading Ability Among Prairie View College Freshmen: An Exploratory Study, Prairie View: Prairie View College, 1944, pp. 70-75.



out that the reading ability of the 1943-44 freshmen to be extremely low according to the standard score. Their weakest point was comprehension in reading. The study showed that there were only five students who ranked at the thirteenth grade level, out of 314 cases.

Beatrice H. Randall<sup>1</sup> made an experimental study of punctuation errors made by freshmen students of Prairie View College in 1944-45. She found that the comma, the apostrophe, and the period are the most common errors made. The study pointed out that those students who came from state accredited schools made fewer errors than those who came from the non-accredited schools.

Julia K. Dean<sup>2</sup> also made a study on freshman English at Prairie View College. She attempted to analyze the errors made in grammar and usage as shown by the Freshmen English Placement Test, together with the errors in grammar and usage in written composition of the freshmen in 1944-45.

The wide range of scores tends to show that, no doubt, the requirement for high school graduation varies from school to school.

### Review of Literature

In turning to the problems investigated the writer found that most investigators sought to improve the reading abilities of high school and college students. Of these Alvin C. Erich sought to improve the vocabu-

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<sup>1</sup>Randall, Beatrice H. An Analysis of Punctuation Errors of Three Hundred Freshmen Students of Prairie View College, 1944-45, Prairie View: Prairie View University, 1945, 60 pp.

<sup>2</sup>Dean, Julia K. A Study of the Analysis of the Errors Made by Prairie View Freshmen for the Year 1944-1945, Prairie View: Prairie View University, 1945, 74 pp.



lary of the college student. James McCallister sought to improve the rate of reading in college. Stella S. Center and Gladys L. Persons sought to improve reading comprehension in the high school, through remedial devices. G. T. Buswell sought to improve the rate of reading on the adult and college level. He reported that 45 per cent of the remedial cases showed a 25 per cent gain in one month. Paul B. Jacobson sought to improve reading comprehension through guidance during each class recitation. Guidance in reading in general science achieved results not only in science but in all other subjects. Thus the conclusion to improve reading ability reveals improvement in scholarship.

Eva Bond used a definite control in her study, students of the same intelligence quota, but the majority of the studies used random controls, such as the entire student body or the freshman class.

The studies reviewed here point out a need for improvement in reading conditions in high schools and colleges. From this summary it may be seen that the results of many of the controlled studies are open to question, and the conclusion that all the special functions of the reading and study habits of relatively mature individuals can be improved through specific training remains a matter of doubt.

In view of this fact there is a definite need for well-controlled experiments with relatively mature students, in which the attempt shall be made to improve the special abilities involved in reading, such as comprehension, retention and word knowledge, and to measure the outcomes in as many objective ways as possible. To aid in meeting this need the present study was initiated.



### Definition of the Problem

This study is one of a series of studies<sup>1</sup> in the field of freshman English at Prairie View University.

Previous scholars pointed out a need for the improvement of the Freshman English Program at Prairie View University.

### Statement of the Problem

This study is designed to find the level of the freshman's reading ability for 1945-46, according to Nelson-Denny's standard of reading and to analyze the Freshman Reading Program and evaluate its worth. This study shall center around the question: Can college students improve their reading abilities under a rigid program of intensive drills in the skills of reading? Will such drills, in turn, favorably affect their academic efficiency or improve their scholastic ability? The present study was initiated to aid in finding answers to these questions.

Gray says that, "Reading is many things: mechanics, obtaining information, enjoyment, thinking, problem solving, and much more."<sup>2</sup>

Reading is a form of experience which contributes to the intellectual and the emotional growth of the individual. As such it is not an end in itself. Its general function is to work in concert with all other forms of experience in the development of the reader. Its peculiar function is to bring the individual into contact with some of the vast amount of experience which is essential to an understanding of our complex civ-

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<sup>1</sup>Ibid., 74 pp.

<sup>2</sup>Gray, William S. "Reading", Encyclopedia of Educational Research, New York: The MacMillan Company, 1941, p. 843.



ilization.

### The scope of the Problem

The scope of this problem has been limited to the freshman English class of Prairie View University, Prairie View, Texas, for the year of 1945-46. The investigator being a student of the University has access to the available information.

Prairie View University is a large coeducational institution; it registered 542 freshmen for the year 1945-46, who came from many states. This institution is located in Waller County, Texas, a distance of forty-five miles from Houston, Texas.

### Method of Procedure

In planning this investigation it was recognized at the outset that certain objective measuring instruments were essential in order to measure the product of training. These were sought among the existing tests of reading for college students. For this reason The Nelson-Denny Reading Test for colleges and senior high schools, vocabulary and paragraph, Form B, was used.

A Reading Examination Test was scheduled for the freshman English classes in the latter part of March with the cooperation of Miss A. L. Campbell and several other members of the Department of English. The problem involved in this experiment was to analyze and evaluate the reading program of the freshman class. A random controlled group of three hundred freshmen was given the reading test. The paragraph reading test was timed, twenty minutes being allowed. The vocabulary test followed



the above test. The allotted time for the vocabulary test was ten minutes.

The scores of the paragraph test were compared with those of the vocabulary test. The mid-term grades of these freshmen, for the second semester, were compared with the scores in reading comprehension and vocabulary to see if there was any similarity.

#### Significance of the Study

This study is significant for many reasons. First, it will support some of the theories which have been offered as remedial devices to improve the Freshman English Program; second, it will point out that the present freshman has not improved in his reading ability when compared with other freshmen of former years; and third, it will recommend and offer suggestions for the improvement of the Freshman Reading Program for incoming freshmen students.



## CHAPTER II

### ANALYSIS OF DATA

The Nelson-Denny Reading Test was given to a group of 300 freshmen who were chosen at random from the freshman class of more than 500 members. About the last week in March, 1946, the Reading Test was given to the 300 freshmen enrolled in English 123. However, the number which was tested for the study decreased from 300 to 250. Some students refused to take the test and others failed to follow instructions, so those test sheets were of no value and had to be discarded.

The Nelson-Denny Reading Test is a standard reading test designed to serve the following purposes: (1) to predict probable success in college; (2) to section incoming college or high school classes; and (3) to aid in the diagnosis of students' difficulties.

The test consists of two parts: (1) a test of vocabulary; (2) a test of ability to read and understand paragraphs. There are 100 words in the vocabulary test, and nine paragraphs in the paragraph test. Four questions are asked concerning each paragraph. The score on the vocabulary test is the number of exercises answered correctly, a perfect score being 100. To secure the score on the paragraph test, it has been found advisable to multiply the number of questions answered correctly by two, since this gives the best prediction of success in most subjects.<sup>1</sup> Thus a perfect score on the paragraph test is 72. The time limit for the vocabulary test is 10 minutes; for the paragraph test, 20 minutes. There are two forms of the test, Form A and Form B. Form B was used in this

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<sup>1</sup>The Nelson-Denny Reading Test, Manual of Directions, Dallas: Houghton Mifflin Company.



study.

TABLE I  
GRADE EQUIVALENTS OF PARAGRAPH READING TEST SCORES  
FOR 250 FRESHMEN

Scores	Frequency	Percentage	Grade Level
70-87	0	0	13
60-69	2	.8	12
55-59	4	1.6	11
49-54	2	.8	10
42-48	10	4.0	9
34-41	22	8.8	8
27-33	30	12.0	7
20-26	60	24.0	6
10-19	90	36.0	5
5-9	20	8.0	4
1-4	10	4.0	3
Totals	250	100	

Median Score - 21

#### Analysis of the Test on Paragraph Reading

Table I shows the lack of reading readiness, as revealed by the Paragraph Reading Test, for the 250 freshmen who took the test. All the students or 100 per cent were reading below the thirteenth grade level. Two or .8 per cent of the students were reading at the twelfth grade level. Four or 1.6 per cent of the students were reading at the level of the eleventh grade. Two or .8 per cent of the students were reading at the tenth grade level. Ten or 4 per cent of the students were reading at the ninth grade level. Twenty-two or 8.8 per cent of the students were reading at the eighth grade level. Thirty or 12 per cent of the students were reading at the seventh grade level. Sixty or 24 per cent of the students



were reading at the sixth grade level. There were ninety or 36 per cent of the students reading at the fifth grade level and this was the highest frequency of the group in the Reading Test. Twenty or 8 per cent of the students were reading at the fourth grade level. And there were ten or 4 per cent of the students reading at the third grade level.

Table I helps to point out the disadvantage of poor reading ability in reading comprehension. Also in the paragraph reading test the students showed a slow rate of speed in reading the paragraphs. They were not able to finish their reading in the allotted time of twenty minutes.

TABLE II

GRADE EQUIVALENTS VOCABULARY TEST SCORES  
FOR 250 FRESHMEN

Scores	Frequency	Percentage	Grade Level
70-87	0	0	13
60-69	0	0	12
55-59	0	0	11
49-54	0	0	10
42-48	4	1.6	9
34-41	24	9.6	8
27-33	64	25.6	7
20-26	90	36.0	6
10-19	59	23.6	5
5-9	9	3.6	4
1-4	0	0	3
Totals	250	100	

Median Score = 25

### Analysis of Test on Vocabulary

Table II points out the limited vocabulary of the 250 freshmen who took the vocabulary test. All students were found to be below the standard



for the thirteenth grade level, twelfth grade level, eleventh grade level, and tenth grade level. There were four or 1.6 per cent of the students found to have a vocabulary of ninth grade standard. Twenty-four or 9.6 per cent of the students were found to have a vocabulary of eighth grade standard. Sixty-four or 25.6 per cent of the students were found to have a vocabulary of seventh grade standard. But ninety or 36 per cent of the students were found to have a vocabulary of sixth grade standard, and this represented the highest frequency of the 250 students who took the test. Fifty-nine or 23.6 per cent of the students were found to have a vocabulary of fifth grade standard. And there were nine or 3.6 per cent of the students found to have a vocabulary of fourth grade standard.

TABLE III

DISTRIBUTION OF GRADES FOR ENGLISH 123  
AT THE MID-TERM OF SECOND SEMESTER

Grades	Frequency	Percentage
A-	2	.8
B	21	8.4
C	92	36.8
D	67	26.8
E	0	0
F	68	27.2
Totals	250	100.0

Median Grade - D

An Analysis of Mid-term Semester English Examination

Table III shows the grades made by these 250 students in their English examination for the mid-term of the second semester. This examination was taken in March and followed by the tests of paragraph reading



and vocabulary.

The grade "A" represents 95 to 100 per cent; "B" represents 85 to 94 per cent; "C" represents 75 to 84 per cent; "D" represents 69 to 74 per cent; "E" represents 60 to 68 per cent; and "F" represents any grade at 60 or below.

Two or .8 per cent of the students made grades of "A". Twenty-one or 8.4 per cent of the students made grades of "B". Ninety-two or 36.8 per cent of the students made grades of "C", which was the highest frequency found in the examination. Sixty-seven or 26.8 per cent made grades of "D". There were no grades of "E", but there were sixty-eight or 27.2 per cent of the students who made grades of "F".



TABLE IV  
THE RELATIONSHIP BETWEEN STUDENTS' READING COMPREHENSION AND  
THEIR VOCABULARY SCORES

Grade Level	Paragraph Reading		Vocabulary		Difference
	Frequency	Percentage	Frequency	Percentage	
13	0	0	0	0	0
12	2	.8	0	0	.8
11	4	1.6	0	0	1.6
10	2	.8	0	0	.8
9	10	4	4	1.6	2.4
8	22	8.8	24	9.6	.8
7	30	12	64	25.6	13.6
6	60	24	90	36	12
5	90	36	59	23.6	12.4
4	20	8	9	3.6	4.4
3	10	4	0	0	4
Totals	250	100	250	100	



## CHAPTER III

THE RELATIONSHIP BETWEEN STUDENTS' READING COMPREHENSION  
AND THEIR VOCABULARY SCORES

Table IV indicates that a good vocabulary is effectual in producing improvement in reading. There were no scores at the thirteenth grade level in the paragraph reading test or vocabulary test. At the twelfth grade level there was found a .8 per cent difference in favor of the paragraph reading test. At the eleventh grade level there was found a difference of 1.6 per cent in favor of the paragraph reading test. At the tenth grade level there was found a difference of .8 per cent in favor of the paragraph reading test. At the ninth grade level there was found a difference of 2.4 per cent in favor of the paragraph reading test. At the eighth grade level there was found a difference of .8 per cent in favor of the vocabulary test. At the seventh grade level there was found a difference of 13.6 per cent in favor of the vocabulary test. At the sixth grade level there was found a difference of 12 per cent in favor of the vocabulary test. At the fifth grade level there was found a difference of 12.4 per cent in favor of the paragraph reading test. At the fourth grade level there was found a difference of 4.4 per cent in favor of the paragraph reading test. And at the third grade level there was found a difference of 4 per cent in the scores, which was in favor of the paragraph reading test. There were no scores possible below this level.

On the summation of the percentage in favor of the paragraph reading test and the vocabulary test, it was found that 26.4 per cent was in favor of the paragraph reading test and 26.4 per cent in favor of the



vocabulary test.

In grades sixth, seventh, and eighth the vocabulary scores were higher than the scores of the paragraph reading test, but in the fourth, fifth, and ninth grades the scores were higher in the paragraph test.

In the vocabulary test the highest grade level reached was ninth grade and the lowest grade level was fourth grade. In the paragraph test the highest grade level reached was twelfth grade and the lowest grade level was third grade.



TABLE V

A COMPARISON OF THE PARAGRAPH READING TEST WITH  
MID-TERM ENGLISH 123 GRADES

Grade Level	Test		Mid-term Exam		Comparison		Mid-term Grades
	Paragraph Reading		English 123		Difference		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
12	2	.8	2	.8	0	0	A-
11-10-9	16	6.4	21	8.4	5	2	B
8-7-6	112	24.8	92	36.8	20	12	C
5-4-3-	120	48	135	54	15	6	D-F
Totals	250	100	250	100			



## CHAPTER IV

THE RELATIONSHIP OF READING COMPREHENSION AND VOCABULARY  
ABILITIES TO STUDENT SUCCESS IN ENGLISH 123

Table V will help point out the relationship of reading comprehension and vocabulary abilities to student success in English in general.

There were two or .8 per cent of the freshmen who ranked at the twelfth grade level in the reading comprehension test; there were not any in the vocabulary test, and there were two or .8 per cent of the freshmen who made English grades of "A-". On the eleventh grade level there were four or 1.6 per cent of the freshmen in the reading test; there were not any in the vocabulary test, and on the tenth grade level there were two or .8 per cent of the students in the reading test, but not any in the vocabulary test. At the ninth grade level there were ten or 4 per cent of the freshmen in the reading test; there were four or 1.6 per cent of the freshmen in the vocabulary test. At the eleventh, tenth, and ninth grade levels there was a frequency of 16 or 6.4 per cent of the freshmen in the reading test; there were four or 1.6 per cent in the vocabulary test, and there were 21 or 8.4 per cent of the freshmen who made English grades of "B". There were 112 or 24.8 per cent of the freshmen who were at the eighth, seventh, and sixth grade levels in the reading test; there were 178 or 71.2 per cent of the freshmen who were at the eighth, seventh, and sixth grade levels in the vocabulary test, and there were 92 or 36.8 per cent of the freshmen who made English grades of "C". But at the fifth, fourth, and third grade levels there were 120 or 48 per cent of the freshmen in the reading test; there were 68 or 27.2 per cent of the freshmen at the fifth, fourth, and third grade levels in the vocabulary test, and



there were 135 or 54 per cent of the freshmen who made grades of "D" and "F".

TABLE VI

A COMPARISON OF THE VOCABULARY TEST WITH  
MID-TERM ENGLISH 123 GRADES

Grade Level	Test		Mid-term Exam		Mid-term Grades
	Vocabulary		English 123		
	Frequency	Percentage	Frequency	Percentage	
12	0	0	2	.8	A-
11-10-9	4	1.6	21	8.4	B
8-7-6	178	71.2	92	36.8	C
5-4-3	68	27.2	135	54	D-F
Totals	250	100	250	100	

Table VI should read as follows: There were no scores at the twelfth grade level in the vocabulary test, but two students made grades of "A-". There were four students at the ninth, tenth, and eleventh grade levels in the vocabulary test, and there were 21 or 8.4 per cent of the students who made grades of "B". One hundred and seventy-eight students were at the sixth, seventh and eighth grade levels, while 92 or 36.8 per cent of them made grades of "C". There were 68 students or 27.2 per cent of the students at the third, fourth, and fifth grade levels in the vocabulary test, but there were 135 or 54 per cent of them who made grades of "D" and "F".

This table shows that over half, 54 per cent, of the students made low grades in their English for the mid-term, while 178 or 71.2 per cent of the students were at the sixth, seventh, and eighth grade levels in the vocabulary test. This table also shows that 9.2 per cent of the students made grades of "A" and "B", yet their vocabulary scores were be-



low the twelfth grade level.



## CHAPTER V

## SUMMARY

The reading skills investigated were as follows:

1. Reading comprehension, in which the student's power to comprehend quickly was measured.
2. Scholastic achievement was investigated in English 123.
4. Vocabulary ability.

The degree of relationship existing between each of the reading skills and scholastic achievement in English 123 was determined by a comparison of the percentage of students who made high averages in English with the percentage who were reading at a high grade level, and the percentage of students who made low averages in English with the percentage who were reading at a low grade level.

This comparison cannot be taken too reliably because the teachers gave different grades for the same work. This fault could not be eliminated in this study.

### Findings

This study has indicated that the reading ability of the freshmen at Prairie View University for 1945-1946 is very low when compared with the standard as given by the Nelson-Denny Reading Test grade equivalents. The analysis of the paragraph reading test and the vocabulary test showed that the freshmen were reading at the level of sixth grade students.

The analysis of the grades for mid-term English 123 showed that the median grade was "D".



As to the relation between vocabulary scores and reading comprehension scores it was found that 90 or 36 per cent of the freshmen fell within the score interval of (10-19), or fifth grade level in reading comprehension, while 90 or 36 per cent of the freshmen fell within the score interval of (20-26) or sixth grade level. There were no scores in the interval (1-4) or third grade level in the vocabulary test, but there were 10 or 4 per cent of the freshmen who fell within the interval (1-4) in reading comprehension. The median score for the paragraph test was 21, and for the vocabulary test it was 25.

The relation between the test scores and the grades in English 123 for the mid-term was significant. There were two freshmen or .8 per cent who were reading on eleventh grade level, and there were two or .8 per cent of the freshmen who made grades of "A-". One hundred twenty or 48 per cent of the freshmen were at third, fourth, and fifth grade levels in the reading test. There were 68 or 27.2 per cent of the freshmen at third, fourth, and fifth grade levels in the vocabulary test, and there were 135 or 54 per cent of the freshmen who made grades of "D" and "F" in English 123 for the mid-term of second semester.

#### Remedial Measures and Recommendations

Students with sixth grade comprehension and vocabulary abilities should not be expected to do freshmen college work successfully. If colleges and universities are going to still admit freshmen on their high school transcripts then remedial work should be given to those who show a need for it. Such students need to participate in a well organized program of remedial reading classes, with competent instructors.



The direction of reading activities is a responsibility of every teacher on the faculty.

When left to their own devices, college freshmen, in general, do not improve their reading abilities; they require strongly motivated intelligent practice before they change from lower orders of perceptual habits to more efficient ways of reading.

The writer recommends individual training in special remedial classes; as the students reach the standard reading level, have them to drop the remedial class.

The material for these classes should be taken from the students' required or recreational readings. These selections should be arranged in vocabulary drills and paragraphs of comprehension. The students should be drilled in Thorndike's Word List, and above all, they should be given material full of interest to develop a keen desire for reading.

The writer recommends that the English Department of high schools and the English Department of colleges form organizations where they would be able to set up a Reading Program which would be overlapping for high school seniors and college freshmen.

### Conclusions

This investigation, as well as many others, shows that freshmen students in this college are unable to read the materials which are adapted to their needs and interests. They possess meager vocabularies, read slowly, and comprehend imperfectly.

The chief problem which any teacher faces in this connection is to define the needs of the pupils and to select appropriate teaching materi-



al and techniques. The striking fact emphasized by other studies made is that wherever teachers make detailed studies of the reading needs of pupils and provide appropriate training, gratifying improvement in achievement results.

It is obvious from this study that most of the high school seniors are not on the thirteenth grade level in reading during their freshman year. This is one of the major reasons for such a large percentage of failures during the freshman year.

Research studies should be made in high schools, as well as in colleges, to find the cause of the "poor reading situation" of today. Then remedial work should begin at once where it is needed.

The colleges and high schools must cooperate for lasting results.

What then constitutes a good reading program? Obviously it is one which, first, determines the student's reading readiness at the different levels; second, one which interests and challenges him with reading tasks which fit his needs; third, one which motivates, encourages and guides him through a continuous evaluation of his progress and his difficulties; and fourth, one which enables him to acquire these skills through which he may extend his experience, secure information, solve his problems, cooperate with his fellows, and gain many other types of personal satisfaction.



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## APPENDIX



APPENDIX A. DESCRIPTION OF COURSE CONTENT AND METHOD IN FRESHMAN  
ENGLISH

In the past, English offered on the freshman level has been divided into two semesters of work, both emphasizing written composition. The work of the first semester<sup>1</sup> was designed to give some review of the fundamentals of English usage.

In the second semester<sup>2</sup> the practice was continued but more stress was placed upon reading. Consequently, during the second semester, the Reader's Digest was used in connection with the textbook, A Laboratory Course in Reading and Writing, by Himes and Christ. The students were instructed to read the selection in an attempt to develop comprehension. Many themes were written and revised, in order that correct form, usage, diction, and spelling habits might be formed.

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<sup>1</sup>English 113.

<sup>2</sup>English 123.



## APPENDIX A (Continued). COURSE OUTLINE

English 123  
Second Semester

## I. Aims: Satisfactory Knowledge of:

1. The use of functional grammar and Mechanics of English Usage by:
  - a. Recognition of Parts of Speech
  - b. Recognition of the sentence, labelling its parts, words, phrases, clauses, and showing relationship or parts.
  - c. Facility in punctuation.
2. Demonstration of knowledge of form preparation, for investigative paper.
3. Reader's Digest
  - a. Show by written reports fair ability to read appreciatively and to make reviews of fiction, non-fiction and biography.
4. Demonstrate oral delivery

## II. This course will cover the following Major Topics:

1. Grammar and Mechanics
2. Exposition
  - a. Reviews and Reports (Reader's Digest (Weekly)
  - b. The Investigative Paper

## REFERENCES

Fernald, James	<u>English Grammar Simplified</u>
Treble, Henry A.	<u>The Gateway to English</u>
Tressler, J.	<u>English in Action</u>
Baldwin, Charles	<u>Composition and Exercises</u>

Text: A Laboratory Course in Reading and Writing by Himes and Christ



## APPENDIX B

## THE CLAPP-YOUNG SELF-MARKING TESTS

Patented March 19, 1929

Edited by Frank L. Clapp, Professor of Education, University of Wisconsin

## THE NELSON-DENNY READING TEST

FOR COLLEGES AND SENIOR HIGH SCHOOLS

## VOCABULARY AND PARAGRAPH. FORM B.

By M. J. Nelson, Ph.D., Director of Research, and E. C. Denny, M.A., Professor of Education, both of Iowa State Teachers College,  
Cedar Falls, Iowa

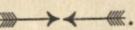
Copyright, 1930, by M. J. Nelson and E. C. Denny

## TEST FOLDER

To be used with a special Answer Booklet

## DIRECTIONS TO STUDENTS

- A. Do not open this Test Folder or turn it over until directed to do so. During the test, do not put any marks of any kind in it.
- B. Your Answer Booklet is sealed and under no circumstances are you to open it during the test.
- C. How to adjust the Test Folder to the Answer Booklet: (Follow each step as the Examiner reads.)

- a. Lay your Answer Booklet on the desk with the title-page up. Lay the Test Folder on top of the Answer Booklet so that the right-hand edge comes just along the short column of squares in the Answer Booklet headed "Sample Exercises." Move the Test Folder up or down until each of the three arrows on the right-hand edge of this page points directly towards an arrow in the Answer Booklet, like this . Read the Sample Exercises, including the "Note" below.

## SAMPLE EXERCISES

1. A linguist is trained in 1. art 2. law 3. language 4. writing 5. history.....

*Note.*—In the exercise above, "language" is the correct word. This is indicated, as you see, by placing a mark "x" in the square which is numbered "3" in the Answer Booklet. This is the way you indicate your answers in the test. If you find you have marked in a wrong square, do not erase it, but simply draw a circle around it and mark in the square that you think is the right one. Bear firmly on your pencil when you make the marks. Note Exercises 2 and 3 below.

2. A dog is 1. a reptile 2. a plant 3. a stone 4. an animal 5. a book.....

3. Bread is to 1. eat 2. wear 3. play with 4. read 5. write with.....

- b. Turn this leaf of your Test Folder clear back and under your Answer Booklet, creasing it at the fold so that it will lie flat.

- c. Note that you have Page 1 of the test before you. Move the Test Folder to the right until its right-hand edge comes just along the column of squares in the Answer Booklet headed "For Page 1." Move the Answer Booklet up or down until the arrows point toward each other. Wait for the signal to begin.

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## PARAGRAPH TEST (cont'd)

Move Answer Booklet over to the column headed "For Page 7." Be sure the arrows point toward each other.

## VIII

Wherever there is universal agreement that a stage of development was Neolithic, pottery is present. And conversely, wherever pottery occurs, no one has yet doubted that a true Neolithic stage existed. Second in importance is the bow, which in general appeared contemporaneously with pottery. The evidence for its existence is sometimes less clear. Pottery is imperishable and unmistakable. The bow and arrow are made of materials that decay in a few years. Only the stone or bone point preserves, and this cannot always be distinguished with positiveness from the head of a light spear. These two culture elements, pottery and the bow, signalized an enormous advance over the past. Both required definite technical skill to manufacture; both were of the greatest service. Whole lines of foods could now be utilized that had formerly been passed by: soups, stews, porridges. Plants whose seeds or parts were inedible were added to the diet. The bow made possible long range fighting, the pursuit of large game, and the capture of many small mammals and birds previously difficult to take. The harpoon had been developed chiefly for fishing. It had proved to be of little help in killing birds, rabbits, etc., or large and dangerous animals like wild cattle.

## VIII

1. Which one of the following was an effect of the introduction of pottery? 1. Urged the capture of large game. 2. The Neolithic age was ushered in. 3. For many years the effect was scarcely noticeable. 4. Porridges were added to the diet. 5. It led to the invention of the bow and arrow.
2. How can the investigator determine that a tribe had entered the Neolithic Age? 1. By their possession of cattle. 2. By their having possessed pottery. 3. By their having possessed weapons. 4. By their use of fish as a food. 5. By their having left records or picturegrams.
3. Which one of the following resulted from the invention of the bow? 1. The taking of rabbits. 2. The harpoon was replaced. 3. Pottery was invented. 4. The dog was domesticated. 5. The use of the light spear was discontinued.
4. What probably was the relationship between the development of the bow and the harpoon? 1. The bow was developed before the harpoon. 2. The harpoon was useless for killing birds. 3. The harpoon had no relation to the Neolithic Age. 4. One of these displaced the other. 5. The bow was developed after the harpoon.

## IX

We still feel it necessary to retain capital letters, especially for proper names. A suggestion to begin these also with small letters would be met with the objection that a loss of clearness would be entailed. In reality, the cases in which ambiguity between a common and proper noun might ensue would be exceedingly few; the occasional inconvenience so caused would be more than compensated for by increased simplicity of writing and printing. Children would learn their letters in about half the time, the printer would operate with half as many characters, and typewriters could dispense with a shift key. Spanish designates proper adjectives without capitals and encounters no misunderstanding. English telegrams are sent in a code that makes no distinction. When we read the newspapers and think that the mixture of capital and small letters is necessary for our easy comprehension, we forget that this same news came over the wire without capitals. We have become so habituated to the existing method that a departure from it might temporarily be a bit disconcerting. We rationalize our cumbersome habit, explaining that this custom is logically best; although a moment's objective reflection shows that the system costs us time, energy, and money without adequate compensation.

## IX

1. What is the writer's attitude with respect to the use of capital letters? 1. They are needed to distinguish proper from common nouns. 2. They should be used to avoid errors in telegrams. 3. The telegraphic code is often responsible for the mistakes in newspapers. 4. We should cease using capital letters for proper nouns. 5. We should be governed by tradition.
2. What habit do we excuse to ourselves? 1. Mistaking a common for a proper noun. 2. Taking too much time to learn the alphabet. 3. Using capital letters. 4. Reading cheap newspapers. 5. Using a code in telegrams.
3. Which one of the following would result from eliminating use of capitals? 1. Greater clearness would result. 2. It would be easier to translate Spanish. 3. Cost of printing would be reduced. 4. Telegrams could no longer be sent in code. 5. It would be overthrowing a logical custom.
4. If we were to discontinue the use of capitals for proper names, what gain would be made to compensate in part for the loss in clearness? 1. It would be temporarily disconcerting. 2. Writing would be a simpler process. 3. There would be a wider use of the telegraphic code. 4. Rationalization would cease. 5. It would be easier to avoid ambiguity between common and proper nouns.



## VOCABULARY TEST (beginning)

1. A miniature portrait is 1. defaced 2. small 3. ancient 4. imperfect 5. obtrusive.....
2. An incompetent person is 1. young 2. selfish 3. unable 4. stingy 5. boastful.....
3. An inexhaustible supply is one that cannot be 1. burned 2. uncovered 3. used up 4. found 5. opened.....
4. An epitaph is an 1. inscription 2. oath 3. officer 4. event 5. irritation.....
5. Primitive art is 1. lost 2. classic 3. vulgar 4. ancient 5. enduring.....
6. An arrogant person is one who is 1. haughty 2. wealthy 3. subdued 4. unsuccessful 5. arrested
7. An irksome task is 1. lengthy 2. filthy 3. profitable 4. pleasant 5. wearisome.....
8. To insinuate is to 1. devise 2. err 3. convict 4. hint 5. officiate.....
9. A punctilious person is one who is 1. precise 2. puny 3. punished 4. witty 5. pugilistic.....
10. Guise refers to 1. stride 2. strength 3. spirit 4. appearance 5. disposition.....
11. One who is morose is usually 1. harmless 2. gloomy 3. jealous 4. inferior 5. happy.....
12. To interpose means to 1. write 2. intrude 3. weaken 4. remain fixed 5. secede.....
13. An acrid taste is one which is 1. sweet 2. milky 3. soothing 4. bitter 5. neutral.....
14. A man of perseverance is 1. low-bred 2. yielding 3. antagonistic 4. trained 5. steadfast.....
15. A spontaneous reply is 1. embarrassing 2. unconsidered 3. fierce 4. provoking 5. erroneous...
16. To infuse is to 1. enhance 2. contend 3. summon 4. instill 5. temper.....
17. An infidel rejects 1. science 2. government 3. Christianity 4. medicine 5. militarism.....
18. One who has fortitude has 1. courage 2. good luck 3. fear 4. frankness 5. prophetic powers...
19. A cymbal is used in 1. gardening 2. surgery 3. painting 4. sculpture 5. music.....
20. Divers means 1. artificial 2. complete 3. explanatory 4. insufficient 5. several.....
21. To dilate means to cause to 1. expand 2. die 3. be tardy 4. grow dim 5. grow thin.....
22. Ethereal means 1. rugged 2. idling 3. inhospitable 4. airy 5. alternate.....
23. An indolent person is 1. unfaithful 2. inquisitive 3. coarse 4. crooked 5. lazy.....
24. To grant immunity means to give 1. permission 2. trust 3. reward 4. exemption 5. parole...
25. To outstrip is to 1. disinter 2. dismantle 3. disrobe 4. register 5. outrun.....
26. A tendril is part of a 1. game 2. joint 3. plant 4. muscle 5. tent.....
27. The meridian of life refers to life's 1. climax 2. beginning 3. close 4. fortunes 5. failures.....
28. Affluent means 1. poor 2. abusive 3. sincere 4. profane 5. abundant.....
29. To environ is to 1. arrest 2. surround 3. pester 4. envy 5. disserve.....
30. A caustic remark is 1. flattering 2. sharp 3. pleasing 4. subdued 5. inadequate.....
31. A garrulous person is 1. talkative 2. homely 3. sedate 4. poor 5. huge.....
32. Inveterate hatred is 1. unmerited 2. deep-rooted 3. inherited 4. nationalistic 5. legalistic.....
33. Succor means 1. reward 2. presents 3. money 4. aid 5. council.....
34. An odious deed is 1. brave 2. helpful 3. generous 4. skillful 5. repulsive.....

Without waiting for directions continue this same test on Page 2. Turn this page just as you did the first one.



## PARAGRAPH TEST (cont'd)

Move Answer Booklet over to the column headed "For Page 6." Be sure the arrows point toward each other.

## VI

The fundamental principle of the true arch is the integration of its elements. Such an arch is nothing until it is completed; but from that moment its constituents fuse their strength. This integration is made possible by the taper of the sides of the blocks and by the keystone, the last stone placed, which locks itself and all the others. A true arch in the process of erection would instantly collapse if it were not held up; it can be built only over a scaffold. Once, however, the keystone has wedged its parts together, it not only stands by itself but will support an enormous weight. The greater the pressure from above, the more tightly are the blocks forced together. Instability in a true arch is not due to the bending stress coming from the superimposed mass, as in the corbelled arch or a horizontal roofing. The blocks are subjected only to crushing pressure, which stone and brick are specially adapted to withstand. The weakness of the arch is that it turns vertical into horizontal thrust. With more weight piled on top, the sidewise thrust, the inclination to spread apart, becomes greater, and must be resisted by buttressing.

## VI

1. What is the effect of overhead pressure on an arch? 1. Unites its elements firmly. 2. Tends to split the keystone. 3. Renders buttressing unnecessary. 4. Produces bending stress. 5. Makes scaffolding necessary.
2. How is integration in an arch brought about? 1. By a superimposed mass. 2. By iron beams. 3. By wooden timbers. 4. By wedge-shaped units. 5. By horizontal roofing.
3. Why does the arch have a tendency to collapse? 1. The keystone is easily dislodged. 2. Lateral pressure is produced. 3. Lack of overhead pressure. 4. Too much buttressing is used. 5. It is due to the bending stress of the superimposed mass.
4. What is the basic principle of an arch? 1. Proper scaffolding. 2. Use of great pressure. 3. Use of an adhesive substance. 4. Fusing of its units. 5. Perpendicular thrust.

## VII

That unique and most English class of gentlemen, not of the landed class, or of the nobility, but cultivated and refined, are a very seemingly product of the energy and of the power to rise in our race. Without, in general, rank and splendour and wealth and luxury to polish them, they have made their own the high standard of life and manners of an aristocratic and refined class. Not having all the dissipations and distractions of this class, they are much more seriously alive to the power of intellect and knowledge, and the power of beauty. The sense of conduct, too, meets with fewer trials in this class. To some extent, however, their contiguity to the aristocratic class has now the effect of materializing them, as it does the class of newly enriched people. The most palpable action is on the young amongst them, and on their standard of life and enjoyment. But in general, for this whole class, established facts, the materialism which they see regnant, too much block their mental horizon, and limit the possibilities of things to them. They are deficient in openness and flexibility of mind, in free play of ideas, in faith and ardour.

## VII

1. With what class of people is this paragraph concerned? 1. A class of cultured land owners. 2. A refined wealthy class. 3. A cultured and refined landless class. 4. The royalty. 5. A class possessing splendour and luxury.
2. What has produced the refinement found in this class? 1. Noble birth. 2. Inherited splendour. 3. Rank. 4. Wealth. 5. Their own efforts.
3. What serious defect does the author see at present in this class? 1. They are without sufficient wealth. 2. Their minds are not readily adaptable. 3. Their intellect is insufficient. 4. Their families do not possess rank. 5. They lack opportunity for cultivation.
4. To what does the author attribute their material outlook? 1. Their nearness to the aristocracy. 2. Their newly acquired wealth. 3. Too much attention to the power of beauty. 4. Their emphasis on the intellect. 5. Their faith and ardour.



## VOCABULARY TEST (cont'd)

Move Answer Booklet over to the column headed "For Page 2." Be sure the arrows point toward each other.

35. When two statements are congruous they are 1. in accord 2. both correct 3. ambiguous 4. contradictory 5. foolish .....
36. A person of prowess is 1. large 2. exacting 3. fierce 4. strong 5. irritable.....
37. The turret of a ship is its 1. tower 2. derrick 3. propeller 4. stem 5. prow.....
38. A prerogative is a right that is 1. unearned 2. unwanted 3. unmerited 4. unknown 5. unquestionable.....
39. One who is discreet is 1. deceitful 2. ambitious 3. prudent 4. sincere 5. greedy.....
40. A variegated article is 1. green 2. hashed 3. party-colored 4. ill-fitting 5. dirty.....
41. A sylvan place is 1. wet 2. shady 3. haunted 4. artistic 5. level.....
42. A cowl is generally worn by a 1. mason 2. miner 3. woman 4. boy 5. monk.....
43. An authentic document is 1. false 2. old 3. worn 4. genuine 5. sanctioned.....
44. Tendinous material is 1. tender 2. soft 3. sinewy 4. jointed 5. strained.....
45. To revile is to 1. gloat 2. frolic 3. infect 4. bewEEP 5. slander.....
46. A jut is a 1. tool 2. road 3. depression 4. projection 5. law.....
47. Poignant means 1. stilted 2. unnecessary 3. piercing 4. insincere 5. poisonous.....
48. A suppliant person is 1. defiant 2. entreating 3. active 4. aged 5. diseased.....
49. Infinitesimal objects are 1. awkward 2. ponderous 3. disagreeable 4. everlasting 5. very small
50. Iniquity is 1. harshness 2. insult 3. inquiry 4. blasphemy 5. wickedness.....
51. An ogre is a 1. fish 2. demon 3. deserter 4. heathen 5. sorcerer.....
52. Terrestrial objects are 1. satanic 2. earthly 3. heavenly 4. sacred 5. lordly.....
53. To extol is to 1. exalt 2. compare 3. re-tell 4. complain 5. ponder.....
54. A lascivious person is 1. lustful 2. humorous 3. contrary 4. partisan 5. industrious.....
55. A tractable student is 1. hateful 2. quarrelsome 3. manageable 4. listless 5. athletic.....
56. To satiate is to 1. glut 2. fast 3. slay 4. pose 5. defame.....
57. Homeopathy is a branch of 1. domestic science 2. physics 3. sociology 4. religion 5. medicine
58. An insolent person is 1. scheming 2. bankrupt 3. haughty 4. dishonest 5. heedless.....
59. A promontory is a 1. bayou 2. headland 3. marsh 4. watch-tower 5. shelter.....
60. An officious person is 1. meddlesome 2. thoughtful 3. queer 4. faithful 5. democratic.....
61. To reiterate is to 1. repeat 2. regain 3. renounce 4. review 5. recall.....
62. A presumptuous person is 1. humble 2. designing 3. audacious 4. witty 5. subtle.....
63. Usury is a form of 1. bankruptcy 2. embezzlement 3. interest 4. counterfeit 5. dowry.....
64. Rampant means 1. uncouth 2. unearthly 3. intense 4. unrestrained 5. riotous.....
65. A salam is 1. a lizard 2. a fish 3. an insult 4. a salutation 5. a snake.....
66. An igneous appearance is 1. ugly 2. beautiful 3. hopeful 4. unworthy 5. firelike.....
67. To tether is to 1. worry 2. limit 3. ridicule 4. agitate 5. mow.....

Without waiting for directions continue this same test on Page 3. Turn this page just as before.



## PARAGRAPH TEST (cont'd)

Move Answer Booklet over to the column headed "For Page 5." Be sure the arrows point toward each other.

## IV

Because trusts are monopolies, they are less likely to adopt new inventions or improvements. Competition means the introduction of improved methods, but monopoly means stagnation. John Stuart Mill gave a classic indictment when he declared that protection against competition was protection in mental dullness. Trusts, to be sure, have made improvements, but they have encountered much opposition in maintaining their position save where they were protected by patents or enjoyed the control of natural resources. Again, trusts are subjected to financial outlays which individual enterprises or combinations have in lesser degree. Trusts generally own a number of scattered plants necessitating an extensive and costly supervising force. Some trusts are burdened with old and inefficient plants which were bought to stave off competition. If they were paid for in stock, the profits were naturally reduced; if bonds or cash were used, they formed a permanent drain on the revenues. Some trusts have been forced to buy up competitors almost continuously and this has acted as an added drain on the resources, no matter whether the competing concern was bought outright at a high figure or after a price war. Authorities dislike change, and enthusiasm and initiative in subordinate officials are, therefore, frequently checked.

## IV

1. Why have trusts used improved methods and new inventions? Because of 1. Monopolies. 2. Enthusiasm of subordinate officials. 3. A desire to better society. 4. Competition. 5. Buying new factories.
2. Which one of the following is a cause of lowered net earnings of trusts? 1. Lack of initiative in subordinate officials. 2. Purchase of rival businesses. 3. Monopolies. 4. New inventions. 5. Poor business management.
3. Which one of the following represents Mill's opposition to trusts? 1. They own scattered plants. 2. They buy out competitors. 3. They discourage mental alertness. 4. They control natural resources. 5. They possess vast capital.
4. Which one of the following is listed as an effect of buying out rivals? 1. A better product is produced. 2. Articles are sold for less money. 3. Articles are sold for more money. 4. Net earnings are increased. 5. Net earnings are diminished.

## V

Great statesmen who looked far behind them and far before them were at the head of the House of Commons. They played their part with keenness, coolness, dexterity and perseverance. They were resolved to place the King in such a situation that either he must conduct the administration in conformity with the wishes of Parliament, or make outrageous attacks on the most sacred principles of the constitution. They accordingly doled out supplies to him very sparingly. He found that he must govern either in harmony with the House of Commons, or in defiance of all law. His choice was soon made. He dissolved his first Parliament, and levied taxes by his own authority. He convoked a second Parliament, and found it more intractable than the first. He again resorted to the expedient of dissolution, raised fresh taxes without any show of legal right, and threw the chiefs of the opposition into prison. At the same time a new grievance, which the peculiar feelings and habits of the English people made insupportably painful, excited general discontent and alarm. Companies of soldiers were billeted on the people; and martial law was, in some places, substituted for the ancient jurisprudence of the realm.

## V

1. What is the chief topic treated in this paragraph? 1. Attempt to establish a constitution. 2. The levying of taxes. 3. The right to billet soldiers. 4. The break between King and Parliament. 5. The use of martial law.
2. What grievance was insupportably painful to the English nation? 1. Billeting soldiers on the people. 2. Forced service in the army. 3. Imprisoning their chiefs. 4. Convoking Parliament. 5. Collecting taxes illegally.
3. What trait of the King's character is revealed? 1. Military ability. 2. Power of decision. 3. Tendency to compromise. 4. Cowardice. 5. Legislative ability.
4. Why did Parliament grant supplies sparingly to the King? 1. Taxes were too high. 2. Because the King billeted soldiers on the people. 3. To maintain the power of Parliament. 4. Because certain chiefs were in prison. 5. To insure re-election.



## VOCABULARY TEST (cont'd)

Move Answer Booklet over to the column headed "for Page 3." Be sure the arrows point toward each other.

68. If a government is nugatory it is 1. ruled by experts 2. autocratic 3. ineffectual 4. severe 5. a monarchy.....
69. A virile person is 1. sickly 2. old 3. sinful 4. hateful 5. manly.....
70. When a person is recalcitrant he shows 1. opposition 2. good taste 3. inertia 4. honesty 5. fear
71. To issue a reprieve is to grant a 1. pardon 2. meeting 3. trial 4. delay 5. payment.....
72. To inter means to 1. break open 2. hinder 3. enter 4. seek 5. bury..... ➡
73. A nave is a part of a 1. palace 2. theater 3. church 4. factory 5. museum..... ➡
74. A pusillanimous person is 1. war-like 2. weak-spirited 3. sincere 4. hopeful 5. ignorant.....
75. Propensity means an 1. intuition 2. opportunity 3. effort 4. inclination 5. aspiration.....
76. A litigious matter is 1. disputable 2. transparent 3. flexible 4. settled 5. painted.....
77. A prosaic person is 1. witty 2. intelligent 3. dull 4. abusive 5. a writer.....
78. A nascent germ is 1. just beginning to grow 2. dying 3. deadly 4. foul-smelling 5. decayed.,
79. A noxious plant is 1. odorous 2. injurious 3. sweet-scented 4. distasteful 5. green.....
80. A pertinent speech is always 1. saucy 2. personal 3. long 4. valueless 5. bearing on the subject
81. To perpetrate means to 1. delay 2. check 3. commit 4. disdain 5. favor ➡
82. An agnostic is one who professes 1. religion 2. knowledge 3. sincerity 4. ignorance 5. helplessness ➡
83. To express opprobrium means to express 1. love 2. fear 3. gratitude 4. sympathy 5. reproachful disdain.....
84. An ingenuous person is 1. stealthy 2. poor 3. mechanical 4. frank 5. wicked.....
85. A liege is a 1. citizen 2. vassal 3. thief 4. savant 5. soldier.....
86. To accost means to 1. assist 2. defy 3. greet 4. identify 5. arrest.....
87. A barouche is a type of 1. ornament 2. carriage 3. weapon 4. disinfectant 5. ruler.....
88. A timbrel is a kind of 1. horn 2. fife 3. banjo 4. drum 5. organ.....
89. One who is craven is 1. cowardly 2. insane 3. black 4. bird-like 5. greedy.....
90. To salify is to make 1. peace 2. salty 3. stale 4. enough 5. solid.....
91. Things which are recondite are 1. contradictory 2. stubborn 3. hidden 4. evident 5. illumined
92. By vertigo is meant 1. gout 2. dizziness 3. green 4. perpendicular 5. wanderlust..... ➡
93. A laconic reply is 1. false 2. quick 3. flattering 4. concise 5. wordy..... ➡
94. A specious reason is 1. emphatic 2. concise 3. funny 4. questionable 5. convincing.....
95. A maudlin person is 1. ignorant 2. dirty 3. tearful 4. insane 5. criminal.....
96. A serranoid is a type of 1. plant 2. overture 3. fish 4. noise 5. diseased condition.....
97. An arrant villain is 1. half-hearted 2. thorough 3. cowardly 4. easy-going 5. ragged.....
98. A solvent business is 1. unexhausted 2. expanding 3. bankrupt 4. ungainful 5. large.....
99. A lanuginous substance is 1. hard 2. sticky 3. downy 4. long 5. slow-moving.....
100. A pinnacle is a 1. tempest 2. masthead 3. deck 4. propeller 5. boat.....

END OF VOCABULARY TEST

If time has not yet been called, you may look back over your work. Wait for directions.



## PARAGRAPH TEST (beginning)

Wait for the signal to begin.

## I

In each class are born a certain number of natures with a curiosity about their best selves, with a bent for seeing things as they are, for disentangling themselves from machinery, for simply concerning themselves with reason and the will of God, and doing their best to make these prevail; — for the pursuit, in a word, of perfection. To certain manifestations of this love for perfection mankind have accustomed themselves to give the name of genius; implying by this name, something original and heaven-bestowed in the passion. But the passion is to be found far beyond those manifestations of it to which the world usually gives the name of genius, and in which there is, for the most part, a talent of some kind or other, a special and striking faculty of execution, informed by the heaven bestowed ardour, or genius. It is to be found in many manifestations besides these, and may best be called the love and pursuit of perfection; culture being the true nurse of the pursuing love, and sweetness and light the true character of the pursued perfection. Natures with this bent emerge in all classes — among the Barbarians, among the Philistines, among the Populace.

## II

It now became evident that the city must be abandoned at once. There was some difference of opinion in respect to the hour of departure. The daytime, it was argued by some, would be preferable, since it would enable them to see the nature and extent of their danger, and to provide against it. Darkness would be much more likely to embarrass their own movements than those of the enemy, who were familiar with the ground. A thousand impediments would occur in the night, which might prevent their acting in concert, or obeying the orders of the commander. But, on the other hand, it was urged that the night presented many obvious advantages in dealing with a foe who rarely carried his hostilities beyond the day. The late active operations of the Spaniards had thrown the Mexicans off their guard, and it was improbable they would anticipate so speedy a departure of their enemies. With celerity and caution, they might succeed, therefore, in making their escape from the town, possibly over the causeway, before their retreat should be discovered; and, could they once get beyond that pass of peril, they felt but little apprehension for the rest of the journey.

## III

The blue of the sky and the red of the setting sun are due to selective scattering of the constituents of white solar light by small particles, such as dust and cloud-drops. Such particles, if not too large, scatter light of short wave-length more than that of longer wave-length. As the action takes place everywhere throughout the atmosphere, more blue than red reaches the eye when we look away from the sun, and we attribute the color to the "sky." At great heights on mountains or in airplanes the sky is noticeably darker, because there is less of the atmosphere above, and so less scattered light reaches the eye. The sun itself seems redder because of the blue light removed by scattering, and this effect increases as the sun sinks, owing to the increase of length of path through the atmosphere. The same explanation applies to the blueness of the smoke from the burning end of a cigar, as compared with the relative whiteness of the smoke from the mouth. The latter consists of particles loaded with water vapor, which are too large to exert the same selective scattering. The colors of rainbows are due to refraction and dispersion of sunlight by raindrops.

1. One finds people with curiosity about their best self: 1. Only among the aristocrats. 2. Only among poor people. 3. Only among the poets. 4. In all classes. 5. Only among the Barbarians.
2. Such persons are concerned with the pursuit of: 1. Money. 2. Prestige. 3. Power. 4. Genius. 5. Perfection.
3. To certain aspects of the desire to be perfect, men have often given the name: 1. Ability. 2. Courage. 3. Initiative. 4. Genius. 5. Common sense.
4. What is the chief topic discussed in this paragraph? 1. Genius. 2. Culture. 3. Pursuit of perfection. 4. Passion. 5. The will of God.

## II

1. What is the main topic of debate mentioned in the paragraph? 1. Whether or not to abandon the city. 2. Whether to go by night or by day. 3. Whether to depend on speed or on caution. 4. Whether or not to try the causeway. 5. Whether they should fight or flee.
2. Why would the Mexicans probably not expect a retreat? 1. They greatly feared the Spaniards. 2. Spanish re-enforcements were approaching. 3. Bad weather conditions. 4. The Spaniards had been quiet of late. 5. The Spaniards had been lately active.
3. What objection was urged against a night retreat? 1. It would look cowardly. 2. Difficulty of transporting baggage. 3. Difficulty in acting in concert. 4. Artillery of little use. 5. Moon would reveal their movements.
4. What place was considered most dangerous to their retreat? 1. City gates. 2. The fort. 3. Mexican guard house. 4. The causeway. 5. Enemy sentinel posts.

## III

1. The smoke at the end of a burning cigar appears blue because of the: 1. Sulphur in the cigar. 2. Rarity of the atmosphere. 3. Lack of atmosphere. 4. Selective diffusion of light. 5. Nicotine.
2. When less scattered light reaches the eye, the sky appears: 1. Lighter. 2. Darker. 3. More red. 4. Denser. 5. White.
3. The reason that smoke mixed with water vapor appears white is that the: 1. Vapor is white. 2. Smoke will not mix with water. 3. Particles of vapor are too large to cause selective scattering. 4. Red waves cannot be refracted. 5. Smoke is so near the ground.
4. The sky ordinarily appears blue instead of red because: 1. Small particles scatter the short wave lengths more than the longer ones. 2. The red waves are too short. 3. The particles in the air are so large. 4. Only a portion of the atmosphere is affected. 5. There are not enough small particles in the air.

Without waiting for directions continue this same test on Page 5. Turn this page just as before.



Name: \_\_\_\_\_

Reading Test Score \_\_\_\_\_

## Answer Sheet for Reading Test

DO NOT WRITE ANYTHING ON THE PRINTED COPY

**DIRECTIONS:** In the right hand column under each Roman numeral are four short paragraphs each of which contains five statements. Answers to these statements are found in the left hand paragraph. From the five statements under each of the four short paragraphs questions select ONE statement which you choose as being the correct answer to the questions. Then on this answer sheet write the number of your choice in the blank space for the answer to that question. For Example:

Paragraph II

1. 32. 5

etc.

Work as fast as you can through to the end of the last page and stop.

\*\*\*\*\*

Paragraph I

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Paragraph IV

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Paragraph VII

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Paragraph II

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Paragraph V

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Paragraph VIII

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Paragraph III

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

Paragraph VI

1. \_\_\_\_\_ 2. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

Paragraph IX

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_



Name: \_\_\_\_\_

Total Score \_\_\_\_\_

## Answer Sheet for Vocabulary

Directions: Put the number you choose as being correct opposite the number of question. For example, note question 2 on the question booklet as it is read to you. Work through to the last of the question booklet putting all answers on answer sheet, then stop.

DO NOT WRITE ANYTHING ON THE QUESTION BOOKLET

1. _____	26 _____	51 _____	76 _____
2. _____	27 _____	52 _____	77 _____
3. _____	28 _____	53 _____	78 _____
4. _____	29 _____	54 _____	79 _____
5. _____	30 _____	55 _____	80 _____
6. _____	31 _____	56 _____	81 _____
7. _____	32 _____	57 _____	82 _____
8. _____	33 _____	58 _____	83 _____
9. _____	34 _____	59 _____	84 _____
10. _____	35 _____	60 _____	85 _____
11. _____	36 _____	61 _____	86 _____
12. _____	37 _____	62 _____	87 _____
13. _____	38 _____	63 _____	88 _____
14. _____	39 _____	64 _____	89 _____
15. _____	40 _____	65 _____	90 _____
16. _____	41 _____	66 _____	91 _____
17. _____	42 _____	67 _____	92 _____
18. _____	43 _____	68 _____	93 _____
19. _____	44 _____	69 _____	94 _____
20. _____	45 _____	70 _____	95 _____
21. _____	46 _____	71 _____	96 _____
22. T _____	47 _____	72 _____	97 _____
23. _____	48 _____	73 _____	98 _____
24. _____	49 _____	74 _____	99 _____
25. _____	50 _____	75 _____	100 _____



# APPENDIX C

## TABLE VII

### GRADE EQUIVALENTS OF SCORES BELOW 100

#### NELSON-DENNY READING TEST FOR COLLEGES AND SENIOR HIGH SCHOOLS

Score	Grade Equivalent	Score	Grade Equivalent	Score	Grade Equivalent	Score	Grade Equivalent		
99	16.6	79	13.4	59	11.8	39	8.7	19	5.9
98	16.4	78	13.4	58	11.6	38	8.6	18	5.8
97	16.2	77	13.3	57	11.4	37	8.5	17	5.7
96	16.0	76	13.3	56	11.2	36	8.3	16	5.6
95	15.8	75	13.2	55	11.0	35	8.1	15	5.5
94	15.5	74	13.2	54	10.9	34	8.0	14	5.4
93	15.3	73	13.1	53	10.8	33	7.9	13	5.3
92	15.0	72	13.1	52	10.6	32	7.8	12	5.2
91	14.7	71	13.0	51	10.4	31	7.6	11	5.1
90	14.4	70	13.0	50	10.2	30	7.4	10	5.0
89	14.2	69	12.9	49	10.0	29	7.3	9	4.8
88	14.0	68	12.8	48	9.8	28	7.2	8	4.6
87	13.9	67	12.7	47	9.7	27	7.1	7	4.4
86	13.8	66	12.6	46	9.6	26	6.9	6	4.2
85	13.8	65	12.5	45	9.5	25	6.8	5	4.0
84	13.7	64	12.4	44	9.4	24	6.7	4	3.8
83	13.7	63	12.3	43	9.2	23	6.6	3	3.5
82	13.6	62	12.2	42	9.0	22	6.4	2	3.2
81	13.5	61	12.1	41	8.9	21	6.2	1	3.0
80	13.5	60	12.0	40	8.8	20	6.0	0	0